DOCUMENT RESUME

ED 464 179 UD 034 953

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TITLE Educating Our Black Children: New Directions and Radical Approaches.
ISBN ISBN-0-7507-0964-2
PUB DATE 2001-00-00
NOTE 271p.
AVAILABLE FROM RoutledgeFalmer, Taylor and Francis Group, 10650 Toebben Dr., Independence, KY 41051 ($23.95). Tel: 800-634-7064; e-mail: info.education@tandf.co.uk. Web site: http://www.routledgefalmer.com.
PUB TYPE Books (010) -- Collected Works - General (020)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Academic Achievement; Adolescent Development; Afrocentrism; After School Programs; *Black Students; *Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Immersion Programs; Males; *Mentors; *Racial Bias; *Social Bias
IDENTIFIERS African Americans; United Kingdom

ABSTRACT

This collection of papers from U.S. and British contributors focuses on positive social inclusion policy and practice for black students. There are 15 chapters in five parts. Part 1, "Tackling Historical and Contemporary Education Problems," includes: (1) "Racism, Policy and the (Mis)Education of Black Children" (David Gillborn); (2) "The Education of Black Children: Why Do Some Schools Do Better Than Others?" (Maude Blair); and (3) "Academic Disidentification: Unravelling Under Achievement among Black Boys" (Jason W. Osborne). Part 2, "Radical Black Approaches to Education," includes: (4) "The 'Miseducation' of Black Children in the British Educational System: Towards an African-Centered Orientation to Knowledge" (Mekada Graham); (5) "Lessons from America: The African American Immersion Schools Experiment" (Diane S. Pollard and Cheryl S. Ajirotutu); and (6) "Black Supplementary Schools: Spaces of Radical Blackness" (Diane Reay and Heidi Safia Marza). Part 3, "Reflections on Social Exclusion and Inclusion," includes: (7) "The Exclusion of Black Children: Implications for a Racialized Perspective" (Richard Majors, David Gillborn, and Tony Sewell); (8) "Educational Psychologists and Black Exclusion: Towards a Framework for Effective Intervention" (Karl Brooks and Denny Grant); and (9) "Black Exclusions in a Moral Vacuum" (Richard Harris and Carl Parsons). Part 4 "Rites of Passage, Manhood Training and Masculinity Perspectives," includes: (10) "Enhancing Achievement in Adolescent Black Males: The Rites of Passage Link" (Keith Alford, Patrick McKenry, and Stephen Gavazzi); (11) "An After-School Manhood Development Program" (Aminifu R. Harvey); (12) "Black Boys at School: Negotiating Masculinities and Race" (James Earl Davis); and (13) "Black Boys and Schooling: An Intervention Framework for Understanding the Dilemmas of Masculinity, Identity and Underachievement" (Tony Sewell and Richard Majors). Part 5, "Mentoring and Education," includes: (14) "Mentoring Black Males: Responding to the Crisis in Education and Social Alienation" (Richard Majors, Vincent Wilkinson, and William Gulam); and (15) "School Based Mentoring for Minority Youth: Program Components and Evaluation Strategies" (Teresa Garate-Serafini, Fabricio E. Balcazar, Christopher B. Keys, and Julie Weitlauf). (Papers contain references.) (SM)

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